



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: China Primary School

SAU: RSU 18

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2011-2012 NCLB Report Card



School: China Primary School
SAU: RSU 18
Grade: 03



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	56	56	100	66	73	73	2	64	21	13	56	0	
	2010-2011	47	46	98	70	76	70	2	67	26	4	44	2	0
Female	2009-2010	26	26	100	65	76	76	4	62	31	4			
	2010-2011	19	19	100	68	80	74	<1	68	26	5			
Male	2009-2010	30	30	100	67	70	69	<1	67	13	20			
	2010-2011	28	27	96	70	73	66	4	67	26	4			
Caucasian/White	2009-2010	55	55	100	65	74	74	2	64	22	13			
	2010-2011	47	46	98	70	76	71	2	67	26	4			
African American/Black	2009-2010	0	0				46							
	2010-2011	0	0				43							
Hispanic	2009-2010	0	0				58							
	2010-2011	0	0				60							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				69							
American Indian or Native Alaskan	2009-2010	1	1	100			66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	27	27	100	56	67	62	<1	56	26	19			
	2010-2011	15	14	93	50	64	58	<1	50	43	7			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	10	10	100	10	30	38	<1	10	20	70			
	2010-2011	10	9	90		53	34							
Limited English Proficient	2009-2010	1	1	100			45							
	2010-2011	0	0				39							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: China Primary School
SAU: RSU 18
Grade: 04



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	54	53	98	68	65	67	11	57	19	13	53	0	
	2010-2011	55	55	100	58	64	67	9	49	29	13	55	0	0
Female	2009-2010	26	25	96	72	72	71	16	56	12	16			
	2010-2011	26	26	100	54	65	72	12	42	35	12			
Male	2009-2010	28	28	100	64	60	63	7	57	25	11			
	2010-2011	29	29	100	62	64	63	7	55	24	14			
Caucasian/White	2009-2010	52	51	98	67	65	68	12	55	20	14			
	2010-2011	54	54	100	57	64	68	9	48	30	13			
African American/Black	2009-2010	2	2	100			43							
	2010-2011	0	0				40							
Hispanic	2009-2010	0	0				59							
	2010-2011	0	0				54							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	1	1	100			67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	30	30	100	67	60	56	10	57	23	10			
	2010-2011	24	24	100	50	54	56	4	46	38	13			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	11	10	91	20	28	34	<1	20	20	60			
	2010-2011	10	10	100	10	35	29	<1	10	30	60			
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	1	1	100			43							

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School: China Primary School
SAU: RSU 18
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	56	56	100	57	69	62	14	43	18	25	56	0
	2010-2011	47	46	98	57	68	61	13	43	30	13	44	2
Female	2009-2010	26	26	100	50	68	61	12	38	27	23		
	2010-2011	19	19	100	42	65	59	5	37	42	16		
Male	2009-2010	30	30	100	63	69	63	17	47	10	27		
	2010-2011	28	27	96	67	72	64	19	48	22	11		
Caucasian/White	2009-2010	55	55	100	56	69	63	15	42	18	25		
	2010-2011	47	46	98	57	68	63	13	43	30	13		
African American/Black	2009-2010	0	0				31						
	2010-2011	0	0				30						
Hispanic	2009-2010	0	0				52						
	2010-2011	0	0				49						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	1	1	100			54						
	2010-2011	0	0				59						
Economically Disadvantaged	2009-2010	27	27	100	41	56	50	11	30	15	44		
	2010-2011	15	14	93	57	60	49	7	50	36	7		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	10	10	100	10	24	33	<1	10	20	70		
	2010-2011	10	9	90		42	35						
Limited English Proficient	2009-2010	1	1	100			35						
	2010-2011	0	0				29						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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SAU: RSU 18
Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	54	53	98	55	63	62	9	45	23	23	53	0
	2010-2011	55	55	100	53	60	60	15	38	22	25	55	0
Female	2009-2010	26	25	96	60	65	62	8	52	20	20		
	2010-2011	26	26	100	42	58	60	8	35	31	27		
Male	2009-2010	28	28	100	50	61	63	11	39	25	25		
	2010-2011	29	29	100	62	61	61	21	41	14	24		
Caucasian/White	2009-2010	52	51	98	53	63	63	10	43	24	24		
	2010-2011	54	54	100	52	60	61	15	37	22	26		
African American/Black	2009-2010	2	2	100			36						
	2010-2011	0	0				31						
Hispanic	2009-2010	0	0				45						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	1	1	100			64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	30	30	100	60	60	50	10	50	20	20		
	2010-2011	24	24	100	33	46	48	4	29	29	38		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	11	10	91	<1	17	36	<1	<1	30	70		
	2010-2011	10	10	100	10	30	31	<1	10	20	70		
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	1	1	100			35						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: China Primary School
SAU: RSU 18
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	E: 99 M: 99	E: 99 M: 99	66	E: 69 M: 71	E: 69 M: 70	99	E: 99 M: 99	E: 99 M: 99	56	E: 64 M: 61	E: 61 M: 61	95	95	95
Caucasian/White	99	E: 99 M: 99	E: 99 M: 99	66	E: 69 M: 71	E: 70 M: 71	99	E: 99 M: 99	E: 99 M: 99	55	E: 64 M: 61	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	*	E: 98 M: 98	E: 99 M: 99	63	E: 61 M: 60	E: 58 M: 58	*	E: 98 M: 98	E: 99 M: 99	51	E: 56 M: 49	E: 48 M: 47			
Students with Disabilities	*	E: 96 M: 97	E: 98 M: 98	21	E: 37 M: 21	E: 33 M: 30	*	E: 96 M: 97	E: 98 M: 98	18	E: 32 M: 25	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: China Primary School
SAU: RSU 18



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	9	7	4	1	0	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.